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ABSTRACT

This handbook is designed to explain the student teaching programs at Illinois State University by identifying and defining the roles and responsibilities of those involved in the programs. Objectives for the student teaching programs are stated, and suggestions for evaluation are made. Chapter I discusses the purposes and objectives of student teaching. In the second chapter, requirements and policies are clarified in regard to assignment to student teaching, assignment and locations of student teaching sites, arrangements for student teaching, official notification of assignments, student teaching and special methods, and policies governing attendance. Chapter III deals with the distribution of student teaching experiences and student teachers' weekly reports. The roles and responsibilities of the cooperating teachers and the college supervisor are discussed in chapters IV and V. In the sixth chapter, the basic principles of student teacher evaluation are discussed, as are conferences with student teachers, criteria for evaluating performance, and grading. The administrative aspects of the student teaching program are discussed in the final chapter. (JD)

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Office of Clinical Experiences
and Certification Processes

Student Teaching

HANDBOOK

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HANDBOOK PROPERTY OF THE OFFICE OF CLINICAL EXPERIENCES AND CERTIFICATION PROCESSES

Provided as a permanent reference to supervising teachers

On semester loan to student teachers

PLEASE RETURN TO CECP or to your college supervisor

Quick Reference to Important Rights and
Responsibilities of Student Teachers

1. Students are not to have out-of-school employment or enroll in additional coursework during student teaching. Participation in athletics, speech, music performance, and other university activities are also not allowed during student teaching (see p. 9).

2. Thirty-six (36) clock hours of field experience are the minimum number required for each semester hour of credit, (i.e., for eight semester hours of student teaching, 288 clock hours are required). (See p. 3, 8.)

3. Absences from student teaching should not occur without justifiable reasons (see pp. 7-9).

4. Weekly reports must be sent to the college supervisor each week (see pp. 11, 12, 13).

5. Mid-term evaluation: This report should be completed jointly by the suervising teacher and the college supervisor. This is done at the midpoint of the student's practicum experience; the report is discussed with the student teacher (see pp. 20, 30).

6. Evaluation: This is the report which the supervising teacher may submit to the University Placement Office at the request of the student teacher (see p. 20).

7. Final grade: The final grade is assigned by the college supervisor after consultation with the supervising teacher (see pp. 21, 30).

8. Student teachers should not be used as teachers or substitute teachers (see p. 44).

9. Student teachers may be required to do additional work and continue student teaching if not sufficiently competent to be recommended for certification at the completion of the regular student teaching experience (see p. 5).

10. It is the responsibility of the student teacher to read the Student Teaching Handbook and Holding Conferences with Student Teachers. When the student teacher feels that help is needed, the student teacher is responsible for initiating conferences with the supervising teacher and college supervisor to deal with any problems (see pp. 11, 12).

PREFACE

Illinois State University, founded in 1857, was the first public institution of higher education in Illinois. The scope and mission of the University are defined in the 1971 A Master Plan for Higher Education in Illinois--Phase III as follows: "Illinois State University is a multi-purpose undergraduate and master's degree institution and, historically, a strong teacher training institution. It should retain these thrusts, refining and expanding, as need justifies, its doctoral programs in education and the preparation of teachers at all levels. Illinois State University merits the Board (of Higher Education)'s fullest support as the institution continues to distinguish itself devoting its energies to innovative programs in teacher preparation."

The Illinois State Board of Education's Implementing Clinical Experiences in Teacher Education Programs: A Handbook for Illinois Institutions of Higher Education defines student teaching as

> . . . A form of internship established by Illinois statute calling for "close and competent" supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate demonstrates mastery of techniques and skills including, but not limited to, planning, organization, evaluation, parental relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel.

The Office of Clinical Experiences in Teacher Education will exert every effort to provide for university students the best possible clinical experiences. Student Teaching is the culminating clinical experience in undergraduate programs of teacher education.

Effective programs of student teaching incorporate the shared responsibilities of many individuals. This Student Teaching Handbook is designed to explain the student teaching programs at Illinois State University by identifying and defining the roles and responsibilities of all those involved in the programs. In addition to roles and responsibilities, objectives for the student teaching programs are stated, and suggestions for evaluation are made. Copies of selected forms used in the programs are placed at the end of the book for easy reference.

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factor prohibited by law in any of its educational programs, activities, admissions or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-2111. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

June 1982

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CHAPTER
I

THE STUDENT TEACHING PROGRAM

Purpose of Student Teaching

Student teaching is that part of the teacher education program during which a student is responsible for guiding and directing the learning of a group of pupils under the guidance and supervision of professionally certified and competent members of the teaching profession. During his* student teaching, the student is guided through experiences designed to give him the opportunity to use the knowledge, both academic and professional, which he has acquired and through these experiences to learn the many responsibilities of a classroom teacher.

During his student teaching experiences, the student teacher is systematically inducted into the many responsibilities of the teacher. The student teacher is helped to develop insight into the fundamental processes of learning and the ability to use many methods and techniques in guiding and directing the learning of pupils.

Under the guidance of his supervising teacher, the student teacher should grow in his ability to plan activities which will enable pupils to mature and develop both mentally and physically. Student teaching experiences should enable the student teacher to increase his ability to recognize and take advantage of the many and varied teaching-learning situations which continually arise in the classroom. He should also develop his ability to recognize educational theory in its practical classroom application.

As he progresses in his student teaching, the student teacher should become more and more aware of the role of the teacher and more and more able to understand how and by what means learning takes place.

Through his student teaching experiences, the student teacher should mature as a person. He should learn the importance of the role that interest plays in motivating learning and controlling climate in the classroom. He should learn that it is the teacher's responsibility to stimulate pupils to learn, to maintain that kind of classroom climate which increases the desire to learn, and to help each pupil develop to his greatest potential, all the while recognizing that each pupil is an individual. The student teacher should learn the importance of and need for developing good working relationships with all of those who are responsible for and concerned with the education of children and youth in our democracy.

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*Throughout this handbook the masculine pronoun has been used for reference so as to reduce confusion.

Objectives of Student Teaching

The school district supervisor(s) and college supervisor(s) are responsible for determining that the purposes of student teaching have been achieved. Their collective judgment will ascertain the degree of successful completion by the student teacher of the following objectives:

1. The student teacher will develop a sound philosophy of education appropriate for a democratic society as a result of his study of educational theory and its application in the school assignment.

2. The student teacher will demonstrate his ability to translate educational theory into practice to foster a constructive learning environment.

3. The student teacher will analyze the learning situation in terms of the backgrounds and needs of students.

4. The student teacher, when planning his lessons, will develop instructional objectives to meet the needs of individuals as well as those of the group.

5. The student teacher will employ many and varied instructional techniques, selecting the appropriate techniques to achieve the instructional objectives.

6. The student teacher will demonstrate his ability to utilize varied and sound evaluation techniques to measure pupil growth in terms of stated objectives.

7. The student teacher will develop and maintain a constructive climate for learning in the classroom using acceptable techniques for classroom management.

8. The student teacher will exhibit desirable personal and professional characteristics while establishing effective relationships with pupils, staff, parents, and citizens of the community.

9. The student teacher will demonstrate his ability to analyze lesson effectiveness in terms of pupil growth and to analyze his teaching effectiveness by identifying strengths and weaknesses.

10. The student teacher will demonstrate his ability to fulfill his responsibilities to the school district and the university in a thoroughly professional manner.

CHAPTER
II

REQUIREMENTS AND POLICIES

General Requirements for Student Teaching

The following requirements apply for all student teaching, including student teaching done at a clinical center or any other site.

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours-180 clock hours). A minimum of 100 clock hours of clinical work is required in Speech Pathology-Audiology.

A student usually does all student teaching in his major field. A student must meet all eligibility requirements for student teaching in that major field. If a student does student teaching in his minor field, the student must meet certification and University requirements for teaching in that field. If a student does all student teaching in the major field or in both the major and minor fields, the total number of semester hours required in student teaching remains the same.

To be eligible to do student teaching, a student must meet all of the following requirements:

1. Be formally admitted to teacher education at least one semester prior to the beginning of the semester in which student teaching is to be done.

2. Have completed 15 semester hours of work in residence (or its equivalent) at Illinois State University.

3. Have a teacher education approved major and teacher education approved minor or a teacher education approved comprehensive major.

4. Have earned at least 85 hours of college credit.

5. Have successfully completed a minimum of 100 clock hours of approved pre-student teaching clinical experiences.

6. Have completed satisfactorily the courses that are prerequisites to Student Teaching 399 (see General Offerings in Course Listing section of Catalog) or C&I 253 or C&I 263. Specific information related to all the professional education courses that must be completed before assignment is made to student teaching is available in the Office of Clinical Experiences and Certification Processes.

7. Have earned at least a 2.2 grade point average at the time of application for student teaching and at the time of entry into student teaching in: (a) all work taken at Illinois State University, and (b) all work taken at Illinois State University in the major field. Students enrolled in the approved programs in the Departments of Communication (Library Science), Music, Speech Pathology and Audiology are required to meet grade point averages determined by their respective departments and approved by the Council for Teacher Education. Students should confer with the academic advisers in the major department concerning current departmental grade point average.

8. Have secured a statement from the University Health Service or other medical agency indicating that he or she is free of tuberculosis. Be able to secure upon request a statement from a medical doctor that he or she is physically capable of meeting the requirements of a certified teacher.

9. Have filed an application for student teaching for a given semester with the Director of Clinical Experiences at least six months prior to the semester in which student teaching is planned.

10. Have successfully completed at Illinois State University a minimum of 4 semester hours of professional education approved by the appropriate education department and Director of the Office of Clinical Experiences and Certification Processes at I.S.U. prior to student teaching.

11. Have been approved for student teaching by the chairperson of the department of the student's major and the Director of the Office of Clinical Experiences and Certification Processes.

Students are expected to earn all of the required student teaching credit required at Illinois State University. Exceptions to this policy may be made in individual cases if credit in student teaching will be earned in an institution of higher education accredited by the National Council for Accreditation of Teacher Education. Such arrangements must have the prior approval of the Director of Clinical Experiences.

Assignment to Student Teaching

The University may assign student teachers to selected schools in Illinois during regular semesters and summer sessions, if a summer program is offered.

Student teachers are assigned only to classrooms that have regularly employed full-time teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

The usual pattern for student teaching is to assign a student to a school for a period of eight or nine weeks during which time he does full-time student teaching. During this period in the school, he works with one or two supervising teachers who are responsible for teaching a specific group or groups of pupils. Those supervising teachers have responsibility for guiding and evaluating the work of the student teacher, along with the college supervisor. During this student teaching experience, the student becomes a member of the school staff and of the community in which he is working; consequently, in addition to his teaching, he also takes part in cocurricular activities and community affairs.

The Director* and the CECP staff, in cooperation with the head of the student's major department, make the student teaching assignments. The Director is responsible for making the arrangements and establishing the procedures involved in student teaching.

A student who is pregnant should consult the Director regarding her student teaching assignment.

Students who have had teaching experience and who have shown a high standard of achievement in previous teaching may be given special student teaching assignments involving specialized phases of teaching which will broaden their preparation.

The Director, upon the recommendation of the college supervisor, supervising teacher, or head of the student's major department, may require a student to do additional work and continue his student teaching until he is sufficiently competent to be recommended for certification.

Student teaching assignments begin and end on the dates indicated in the student's official notice of assignment. Ordinarily, the student is expected to follow the school calendar of the school in which he is doing his student teaching insofar as vacations and school holidays are concerned. Any changes in dates involved in an assignment may not be made except with prior permission of the Director.

Student teachers who graduate from the university must meet requirements of House Bill 150. The bill requires that after

*Throughout this handbook "the Director" refers to the Director of the Office of Clinical Experiences and Certification Processes.

September 1, 1981, teacher candidates must have completed "course-work (equivalent to 3 semester hours) which includes instruction on the psychology of the exceptional child, the identification of the exceptional child, including, but not limited to the learning disabled and methods of instruction for the exceptional child, including, but not limited to the learning disabled . . . ." College supervisors may require student teachers to complete special individualization activities with special needs students within the assigned settings. Such activities may be in addition to regular student teaching responsibilities, and may be in the category of special projects (see Chapter II, Secondary and Special Student Teaching and Special Methods).

Location of Student Teaching Assignments

Student teaching assignments are generally located in schools away from the campus and are selected by the University. The final decision will be made in terms of the total student teaching program. Students generally are not placed in their home communities or in communities in which they are currently residing for their student teaching except for individuals who may be enrolled in the CORE program. Students are expected to furnish or find their own transportation and housing.

Location of the student teaching assignment is based upon: 1) the kinds of student teaching experiences available; 2) qualifications of the school system, supervising teachers, and the instructional program; 3) the work-load responsibilities of college supervisors. The final decision concerning locations is determined by University officials.

The university teacher education programs have a strong commitment to providing students with exposure to a variety of instructional environments. This commitment includes provision of experiences with pupils of diverse cultural and ethnic backgrounds. In securing student teaching assignments, CECP staff will make an effort to include experiences with pupils who are culturally and ethnically different.

Arrangements for Student Teaching

All arrangements for student teaching are the responsibility of the Office of Clinical Experiences and Certification Processes. Arrangements or inquiries concerning student teaching are not to be made by any student with any school, district, or personnel until <u>after</u> he has received his official notice from the Office.

Official Notification of Assignments

Prior to the beginning of the semester or summer session, each student will receive an official notice of his student teaching assignment by letter. This notice will tell him where he is to do his student teaching, the time of the student teaching assignment, the individual(s) whom he is to contact prior to beginning his student teaching assignment, and when persons are to be contacted. A copy of the official notice is also sent to the supervising teacher.

Student Teaching and Special Methods

Each student teacher needs to know many methods of teaching those high school courses which are generally offered in the major and minor fields. Additional intensified work in special methods in the student teaching assignments is desirable and may be offered by the supervising teacher in consultation with the college supervisor, by the supervising teacher alone, or only by the college supervisor. Examination of the most recent curriculum materials available in the student's subject area would be an appropriate activity for the student teacher to undertake. In some cases, the student teacher may be asked to return to the university for a day, to attend a workshop, seminar, or similar activity. Regardless of the arrangements made, the college supervisor is responsible for providing the student teacher(s) with the additional work in special methods which is needed.

Since work in special methods is an integral part of secondary and special student teaching, the student teacher is as responsible for meeting these requirements as he is for meeting his other student teaching requirements.

Policies Governing Attendance

As a general policy, student teachers are expected to assume the responsibilities of a regular classroom teacher during the student teaching experiences. This means that student teachers are required to report promptly each day and to observe the building policies and procedures which the regular classroom teacher is expected to follow.

The duration of the student teaching assignment will follow the regular University Calendar and will be stated in the student's official notice. Any deviation from this must have the prior approval of the Director.

In keeping with the above general policies, the following specific information is offered for guidance of those concerned:

1. Absences from student teaching should not occur without justifiable reasons. If, for any reason, the student teacher discovers he will be absent or tardy, he is responsible for reporting the information as early and as expeditiously as possible to the supervising teacher, the local school administrator, and college supervisor. If the student teacher is unable to contact the supervising teacher, he should contact the proper school personnel and request that the information be given to the supervising teacher and any others who may be concerned.

All absences resulting in a significant reduction of hours for the student teacher will be handled on a case-by-case basis. A minimum of thirty-six clock hours are required for each semester hour of credit earned. In the event that a deficit occurs due to absences, the college supervisor will consult with appropriate personnel in the Office of Clinical Experiences and Certification Processes to determine the manner in which each individual case is handled. The college supervisor then has the responsibility to notify the supervising teacher and the student teacher of the manner in which hours will be completed. The college supervisor has the responsibility for monitoring completion of clock-hour requirements and conferring with the Director regarding the extension of student teaching assignments.

2. In the event it is impossible to clear absences or tardiness in advance, a report should be made immediately upon return to classes to

(a) the supervising teacher,
(b) local school administrator,
(c) college supervisor, and
(d) Office of Clinical Experiences and Certification Processes.

3. Information concerning any special day or days other than regular holidays which pertain to student teachers will be transmitted from the Office to those concerned. The college supervisor, in most situations, is the person responsible for informing the student teacher and any others who are involved. Student teachers may be scheduled for a seminar during the mid-point of their student teaching program. The college supervisor will notify the student teacher and supervising teacher.

4. At the close of the University semester or summer session, the student teaching assignment of all student teachers ends at the close of that school day unless the student teacher needs to satisfy additional time requirements caused by absence(s).

5. The primary responsibility of the student teacher is the instructional situation. All student teaching and special

responsibilities, including work in special methods (secondary [6-12] and special [K-12]) take precedence over all other responsibilities. Students are not to have out-of-school employment or enroll in additional coursework during student teaching. Participation in athletics, speech, music performance, and other university activities are also not allowed during student teaching. Special responsibilities of the student teaching situation, e.g., coaching athletics after school, should be closely monitored so that such activities do not interfere with instructional responsibilities, unless this is a responsibility of the student teaching assignment.

6. Student teachers are expected to follow the calendar of the school in which they do their student teaching unless this will require the student to do more than the University requires. Such situations sometimes prevail when Christmas vacations and spring vacations are different from those scheduled by the University. The student teacher should consult with his college supervisor and the Director when a difference in the school and University calendars exists. The college supervisor is responsible for clearing differences in school calendars with the school personnel. All such arrangements shall be cleared with the Director before these arrangements are finalized.

7. Policies on attendance apply to seminars with the college supervisor and conferences with the college supervisor and supervising teacher as well as to any other responsibilities which are a part of the student teaching assignment.

CHAPTER
III

THE STUDENT TEACHER

The student teaching program at Illinois State University is designed to provide counseling, orientation, placement, and a wide range of classroom experiences. In the course of the student teaching experience, the student teacher "should have the opportunity to demonstrate mastery of techniques, skills, and knowledge related to teaching in a specific subject matter field and to display capacity for such activities as planning, organizing, evaluating, and relating to parents" (ISBE, A Handbook for Illinois Institutions of Higher Education, p. 19).

To insure maximum benefit from the student teaching program, the student teacher is responsible for

1. Attending all meetings, conferences, and seminars scheduled by the Office of Clinical Experiences and Certification Processes in connection with orientation, making application for student teaching, or for the dissemination of other information which is essential to the student teaching program.

2. Conducting himself as a member of the teaching profession and in a manner which respects the mores and customs of the school and community to which he is assigned.

3. Exercising good judgment about dress, speech, and personal habits.

4. Being punctual in attendance and in carrying out all assigned responsibilities.

5. Notifying the proper school personnel of unavoidable absences or tardiness as early as possible.

6. Learning and abiding by local school policies and procedures.

7. Being professionally ethical at all times, especially in the use of school records and pupil data.

8. Learning as much as possible about the pupils in the class and the supervising teacher's expectations for these pupils, both collectively and individually.

9. Developing adequate instructional plans for teaching which demonstrate professional competence and thorough preparation as well as those which satisfy the expectations of the supervising teacher and college supervisor.

10. Discussing lesson plans with the supervising teacher and obtaining approval of these plans which should meet the varied educational needs of pupils.

11. Being cooperative and courteous in all school relationships and becoming acquainted with as many of the faculty and other school personnel as possible.

12. Assisting in routine procedures, keeping records, preparing reports, grading papers, evaluation of pupil progress, and supervising non-instructional activities.

13. Attending school functions such as plays, athletic games, PTA meetings, or other events that teachers normally are expected to attend.

14. Attending seminars, meetings, and conferences scheduled by the personnel in the schools or the University.

15. Learning to apply principles of good classroom management and discipline which help to maintain a productive learning atmosphere.

16. Taking the initiative in seeking advice and help from the supervising teacher or the college supervisor.

17. Striving continuously to effect improvement in teaching through self-evaluation and a sincere effort to overcome weaknesses.

18. Developing teaching techniques based on the understanding and application of principles of learning.

19. Developing and displaying a professional attitude toward the total teaching experience.

20. Taking the initiative in assuming increasing responsibility as the student teaching assignment progresses.

21. Planning with the supervising teacher to assume more responsibility for performing the various roles of a teacher.

22. Developing insight into school-community relations and appropriate participation for the teacher.

23. Completing and submitting all student teaching forms promptly to those requesting these forms, including the Office of Clinical Experiences and Certification Processes.

24. Keeping the college supervisor informed, through conferences and weekly reports, of progress made and problems encountered.

25. Making arrangements to confer daily with the supervising teacher about the student teacher's strengths and weaknesses and ways to work toward improvement.

Distribution of Student Teaching Experiences

Student teachers complete the "Distribution of Student Teaching Experiences" each week as part of the Weekly Report. Each student teacher is responsible for completing the summary of this distribution on the Summary Distribution of Student Teaching Experiences form and sending it with the final Weekly Report to the college supervisor. The summary report is the university's record that the student has completed the clock-hour requirement for student teaching which is a necessary part of the certification process.

Each college supervisor is responsible for submitting these distribution forms from the student teachers they supervise to the Office of Clinical Experiences along with the final grade card (yellow) at the conclusion of the student teaching experience.

Since the Distribution of Student Teaching Experiences form is sent to the college supervisor before the student teaching assignment is completed, each student is responsible for carefully planning the last week of activities with the supervising teacher so that the student teacher's Distribution form will be as accurate as possible.

The summary reports are retained for use in verification of the student teaching activities.

Weekly Reports from Student Teachers

To maintain close contact with student teachers, each student sends a weekly report signed by the supervising teacher (see Appendix B) to his college supervisor as explained during the Orientation Seminar. It is important that the Weekly Reports from student teachers arrive at the office or home of the College Supervisor each Monday morning. It is highly recommended that each student teacher make a copy of his Weekly Report for his own file before submitting that report to the college supervisor.

The purposes of these Weekly Reports are:

1. To help the student teacher evaluate his recent experiences and to aid in planning for future activities.

2. To secure a continuous record of the experiences in which each student has participated.

3. To help the student teacher realize the importance of meeting specific obligations promptly and completely.

4. To provide regular communication with the college supervisor and facilitate the supervisor's planning for effective supervision.

CHAPTER
IV

THE SUPERVISING TEACHER

The success of any student teaching program depends in great measure upon the supervising teacher. Because of this, Illinois State University always has exerted great care and discrimination in selecting those individuals who will be the supervising teachers of its student teachers.

A supervising teacher should:

1. Hold the highest type of professional certificate applicable to his position,

2. Be legally certified and qualified to teach in the student teacher's major field of preparation and/or grade level(s),

3. Preferably, hold a master's degree or have completed graduate work beyond the bachelor's degree,

4. Have at least three years of successful teaching experience,

5. Be recognized as a superior teacher in his own school system,

6. Be willing to accept the responsibility for working with and providing experiences that will help prepare the student teacher for the role of the teacher, and

7. Be recommended by the superintendent or his designee as an individual who is willing to work with a student teacher and who can structure, monitor, and evaluate the student teaching experiences.

Role of the Supervising Teacher

The supervising teacher possesses the potential for exercising much influence over those entering the teaching profession. For this reason, the supervising teacher must be a master teacher. He is the director of learning experiences for both the pupils and the student teacher. He serves as counselor for the student teacher. He helps develop and strengthen professional attitudes of his student teacher.

Responsibilities of the Supervising Teacher

In order to assist the individual to move from student to teacher, the supervising teacher should

1. Familiarize the student teacher with the total school environment as early as possible. This includes acquainting the teacher with building facilities; introducing him to certified and non-certified personnel; and assisting him to learn school policies, regulations, and educational philosophy.

2. Assist the student teacher in identifying his role and its limitations through a friendly, cooperative, and constructive approach, thereby laying the foundations for good working relationships.

3. Guide the student teacher in the preparation of instructional plans and units of study and discuss and approve the teaching plans and units. Help him prepare and administer tests. Assist him in using many different techniques of evaluation.

4. Aid the student teacher in the organization and integration of subject matter content and materials so that not only the pupils but also the student teacher himself will develop desirable skills, knowledge, and abilities.

5. Demonstrate good teaching techniques and methods including teacher-pupil planning, panel discussions, dramatizations, committee work, group projects, meaningful drill, directed study, and individual and group research.

6. Arrange for the student teacher to observe a variety of teaching situations after the early teaching experiences. These observations should include visitations to other classrooms and other teachers. The purpose of the observations should be explained to the student teacher so that he focuses his attention on the differences among classes of low, average, or high ability pupils and classrooms where skillful handling of discipline, motivation, group discussion, and individualized instruction can be seen.

7. Provide the student teacher with information concerning professional organizations, literature, research, and outstanding authorities in his teaching field.

8. Advise the student teacher concerning his responsibility for participating in school and community activities and organizations.

9. Help the student teacher locate and use many kinds of teaching materials and to become familiar with the audio-visual equipment, teaching aids, and supplementary materials available in the school district.

10. Encourage the student teacher to be creative in the classroom and to use methods with which he is comfortable and which complement his personality.

11. Assist the student to recognize his own personal mannerisms which might hinder his success as a teacher.

12. Confer with the student teacher daily about his progress or lack of it. Help him recognize his strengths as well as his weaknesses and suggest methods and techniques that will help him improve. Every student teacher needs help in analyzing the effectiveness of his teaching performance and in learning to concentrate his concern on the positive growth of the pupils rather than on himself.

13. Complete evaluation activities and reports described later in this section.

14. Help the student teacher gradually assume the role of the teacher with its many daily responsibilities.

15. Notify the college supervisor or the Director if the student teacher seems unable to do the required work. Such referral should be made as early as possible so that the student's difficulties can be determined and so that he can be assisted to have as successful a student teaching experience as possible.

16. Notify the college supervisor or the Director immediately if the student teacher has a major health problem.

Early Student Teaching Activities

State certification requirements now include a minimum of 100 clock hours of pre-student teaching clinical experiences. These experiences involve observation, simulation, and contact with pupils in instructional and extra-curricular situations. The experiences may be completed on or off campus. These experiences are required of all teacher candidates.

The pre-student teaching clinical experiences are designed according to the departmental needs identified for teacher candidates. As the experiences are completed, prospective student teachers develop varying degrees of readiness for entering the student teaching situation.

How quickly a student teacher is able to assume the responsibility of full-time teaching in the student teaching assignment will vary from one individual to another. However, consideration in determining this readiness should be given to the nature and amount of clinical experiences that the individual has participated in prior to student teaching. These pre-student teaching

experiences help to provide the practical basis and frame of reference for the student in the student teaching assignment.

Remember that student teachers vary just as any group of pupils varies. Some student teachers will have had many contacts and experiences working with pupils. Other student teachers will have had very limited experiences. Because of this variation, the early activities in which student teachers engage will differ widely.

Early observations should be carefully directed. Be sure that the student teacher knows why the observation is being made and quite specifically what he is to observe. If possible, have the student observe the pupils from a vantage point that will enable him to see their faces and expressions. Help the student become accustomed to facing pupils.

Help the student to remember that the major purposes of observation should be to

1. See a particular kind of teaching method or a specific group of pupils with a common characteristic,

2. Become acquainted with many different methods of presenting the same subject content,

3. Discover the difference between inductive and deductive approaches in content presentation,

4. Learn to recognize individual differences,

5. Broaden his educational perspective,

6. Find out that drill can be meaningful and reinforcing, and

7. Realize that learning occurs under many different situations.

Observations will be positive and constructive when approached from a viewpoint of being a learning activity. Careful examination and analysis of the observations made and thoughtful discussion of interesting situations with the supervising teacher will result in increased understanding by the student teacher.

Involvement in teaching activities should begin early in the student teaching experience and continue throughout the assignment. During the first week, the student teacher should be involved in assisting individual pupils, working with small groups, and helping with routines. The student teacher can then begin to keep records, prepare teaching materials, evaluate pupils' work, and supervise extra-curricular activities. The student teacher

should be gradually introduced to the many responsibilities of the classroom teacher and the dimensions of the teacher's role. From the beginning of his experience, the pupils should view the student teacher as a second teacher in the classroom.

Little by little the student teacher should assume more and more of the total responsibilities of the teacher. Student teachers will vary in the rate at which they can assume full teaching responsibilities. However, the student teacher should be able to assume the full responsibility of a teacher by the mid-point of his student teaching period. Also, he should be able to carry these responsibilities for a minimum of one-third of the total student teaching period. Observation of other teachers and of the school as a whole are most meaningful near the end of the student teaching assignment.

Planning and Preparation

Before the student teacher embarks on his first teaching lesson, he should have a well-prepared plan. The plan should provide a transitional element between what has gone on before and what will take place later so that sequential development is assured. The student teacher should learn quite early that he must be prepared to alter plans to provide for the unexpected and to meet the needs of the developing lesson. This alteration reinforces the constant need for careful planning.

In order for the student teacher to plan carefully, he will need to know the teacher's long-range objectives for the class, as well as the immediate goals. In general, the student teacher who meets with initial success in his early teaching experiences is the one who has planned carefully and who has strong supportive cooperation from the supervising teacher.

The supervising teacher who meets with the greatest success is the one who establishes good working relationships with the student teacher and who insures that the student teacher is prepared for his teaching by reviewing and analyzing with the student the teaching plans that the student teacher has made well in advance of the time when the student presents the lesson. Evaluation of the plans after the lesson is taught will result in greater growth on the part of the student teacher if ample and effective analysis was made prior to the presentation.

As the student teacher assumes more responsibility, he should be encouraged to exercise initiative and resourcefulness. The student teacher should be encouraged to try new methods and different procedures so that, together, the supervising teacher and the student teacher will discover those teaching methods and procedures which are most successful for the student teacher.

Although there are many ways of presenting a lesson, the following principles are widely accepted as guides to effective lesson planning:

1. Statement of purpose. The purpose should state clearly what is to be taught and what outcomes are to be achieved.

2. Content development. The facts, concepts, and principles that compose the total development of the content to be covered in the lesson should be identified.

3. Statement of procedures. This part of the plan should indicate the step-by-step sequence of the instruction, the motivational devices to be used, the transitional activities, and a smooth and logical attainment of the objectives or purposes.

4. Materials to be used. Some materials are much more effective than others in attaining the goals of the lesson; therefore, these materials should be carefully planned and made ready for the lesson. Materials include such items as maps, worksheets, audio-visual aids, equipment, books, and pages of reference, as well as the textbook.

5. Methods of evaluation. Many different means of evaluating outcomes should be used. Methods of evaluation include quizzes, tests, review, summarization, pupil behavioral changes, and observable changes in attitudes.

6. Summary of the lesson. Each pupil, as well as the teacher, should be aware of the accomplishment brought about by the lesson. This summary may include a statement of the principles developed during the lesson, a recognition of the relationship between this lesson and a previous one, or projected activities which will carry this lesson into future lessons.

It is very important that the student teacher realize whether or not the goals which he planned to accomplish with the lesson were achieved. Therefore, the supervising teacher should discuss the lesson with the student teacher as soon as possible after it is taught. Strengths and weaknesses of the lesson should be evaluated.

Records and Reports

Realizing the many demands made upon the supervising teacher, Illinois State University has made a concerted effort to limit the number of reports requested and to construct them so as to be as saving of the supervising teacher's time as possible.

1. Supervising Teacher Data Sheet. This report provides the Office with a brief summary of the academic preparation and experience background of each supervising teacher together with his

home and school addresses and social security number. This report is sent to every supervising teacher assigned a student teacher each nine-week period for the purpose of maintaining a continuous update of information.

2. Mid-Term Evaluation. This report is sent to each supervising teacher to be completed at the midpoint of the student teacher's assignment. The purpose is to help the supervising teacher evaluate with the student teacher the progress made during the first half of the assignment. The Office desires that this report be discussed with the student teacher so that the student teacher will be aware of strengths and weaknesses and will be given specific suggestions for growth and improvement. The supervising teacher should discuss progress with the student; the supervising teacher and the college supervisor should complete the midterm evaluation and sign the form during the second supervision observation/visit and conference. The mid-term grade is assigned by the college supervisor after consultation with the supervising teacher. This observation/visit may not occur at the chronological midpoint of the student teaching assignment, but may occur at the midpoint of the student's actual instructional experiences. An attendance report for the student teacher is also included on the midterm evaluation.

3. Evaluation of Student Teacher. This is the report which the supervising teacher may submit to the University placement office at the request of the student teacher. It is optional and may serve as a recommendation in the student's file at the placement office. The top half of the form is a condensed summary of the same areas covered in the Mid-Term report. The other half of the report is a summary statement concerning the progress made by the student teacher and an assessment of his future performance as a teacher.

Section 438 of the Title V of the Education Amendments of 1974 states: a student has the right to inspect and review any and all official records, files, and data directly related to the student. In view of this, each student teacher should discuss the contents of the Evaluation with the supervising teacher before adding his signature.

The Evaluation is held in high regard by hiring officials. We encourage student teachers to request that their teachers fill out the form so that it is among their credentials.

The Evaluation (white form) is due in the designated office on the date specified in the letter which accompanies it. The supervising teacher is responsible for sending this report to the office by the appropriate date. The Evaluation will become a part of the student teacher's credentials at the University Placement Service.

4. Final Grade Card. The final grade is assignnd by the college supervisor after consultation with the supervising teacher. The final grade card (yellow) is signed during the final observation/visit and conference with the supervising teacher and the student teacher. See Chapter VI for additional information concerning evaluation.

CHAPTER
V

THE COLLEGE SUPERVISOR

The college supervisor is a member of the University faculty who serves as the liaison person between the University and the schools which cooperate with Illinois State University in the Student Teaching Program. The college supervisor works directly with the student teacher and the supervising teacher.

The college supervisor is selected with great care. He is qualified through preparation and experience to work with student teachers. He also meets the University's requirements for the professional rank which he holds. He is an expert in the academic area and grade level in which he is supervising.

The college supervisor periodically observes the student teacher in the classroom teaching situation and confers with the student teacher and the supervising teacher concerning the progress of the student teacher.

Occasionally, the college supervisor may confer with the department head or building principal concerning the overall progress of the student teacher. The college supervisor, with the assistance of the supervising teacher, is ultimately responsible for assigning the final grade. The day-to-day growth of the student teacher is seen best by the supervising teacher. However, the college supervisor views each student teacher in reference to many other student teachers and thus contributes a valuable overall viewpoint. In general, the college supervisor should complement the strength of the supervising teacher and find ways to enhance good working relationships between the student teacher and the supervising teacher.

Responsibilities of the College Supervisor

Because of the nature of his role and responsibilities, the college supervisor is the link which joins the schools and the University. Therefore, he must at all times establish and maintain good working relationships between the University and the public school.

Each individual involved in the student teaching program makes a unique contribution. Each individual has certain functions to fulfill. Besides being responsible for establishing and maintaining good working relationships, the college supervisor is charged with making the student teaching assignment as valuable an experience as is possible within the limitations of resources and human potential.

To achieve these ends the college supervisor is responsible for

1. Developing understanding of the purposes, objectives, and expectations of the student teaching program with student teachers and supervising teachers.

2. Conducting conferences with students and supervising teachers concerning their respective responsibilities, the needs of the student teacher, and the general plan for developing the student teaching experience.

3. Becoming thoroughly acquainted with the educational and experiential background of each student supervised.

4. Visiting student teachers and supervising teachers in the schools at regular intervals so as to insure as meaningful a professional experience as possible.

5. Spending sufficient time during each visitation to observe the student teacher adequately in the teaching-learning situation and to confer with the student teacher, supervising teacher, and any other appropriate personnel to

(a) Determine the progress or lack of progress which the student is making,

(b) Analyze the interaction of the student teacher with the pupils and with the supervising teacher so as to give constructive suggestions for continued growth and improvement, and

(c) Suggest procedures and activities which will help the student teacher learn to assume his role as a member of the teaching profession.

6. Serving as a resource person for supervising teachers in various capacities related to the supervisory aspects of the student teaching experience.

7. Providing information to the student teachers relative to questions about certification, professional ethics, arrangements for interviews with prospective employers, participation in extra-curricular activities, etc.

8. Making whatever arrangements are necessary so that the student teacher will obtain the needed background and preparation in special methods.

9. Planning and conducting student teaching seminars and serving as discussion leader in such meetings.

10. Keeping appropriate personnel in the Office informed concerning

(a) Changes in student teaching assignments, hours of credit, and names of supervising teachers if these occur after the placement has been verified,
(b) Problem cases which may result in poor performance on the part of the student teacher,
(c) Circumstances which may disrupt the continued good working relationships between school personnel and the University, and
(d) Student absence(s).

11. Conducting a final evaluation of the student teacher's performance. The final grade is assigned by the college supervisor after consultation with the supervising teacher.

12. Submitting to the Office the "Distribution of Student Teaching Experiences" form, weekly clock hour reports, and the final grade card (yellow) for each student teacher supervised.

13. Attending meetings and workshops for college supervisors sponsored by the Office of Clinical Experiences and Certification Processes.

Each college supervisor is evaluated at the end of the student teaching experience. An evaluation form is sent to each supervising teacher and student teacher to achieve this purpose. Each is returned directly to the CECP Office for analysis. The results are sent to the college supervisor and the department chairperson by the CECP Office.

CHAPTER
VI

EVALUATING THE STUDENT TEACHER'S PROGRESS

Basic Principles of Evaluation

The student teaching experiences provide a unique opportunity to evaluate the total competence of the student teacher at the operational level. Evaluation affords the opportunity to help the student teacher grow in understandings, attitudes, and skills basic to the work of the teacher. During his student teaching experience, the student teacher looks to those who evaluate his efforts for guidance in (1) recognizing the progress he is making, (2) identifying weaknesses and problems which impede his progress, and (3) suggesting possible ways to help him improve his teaching performance. In general, the following basic principles of evaluation underlie and give direction to the evaluative process in student teaching.

1. Evaluation is based on objectives which have been established as the goals to be attained. Ideally, evaluation involves the student teacher, the supervising teacher, and the college supervisor and is directed at gathering and evaluating evidence of the student's attainment of the objectives of student teaching.

2. Evaluation is an integral and continuous process throughout the student teaching experience. Evaluation extends from the beginning of the assignment to the end and should focus on a variety of teaching-learning activities where teaching competence is observable.

3. Evaluation is directed at increasing the effectiveness of the student teacher's work in the classroom. The evaluation process should help the student to recognize a good learning experience and the factors which made it good. Evaluation should also help the student identify and analyze the desired components of a good teaching-learning situation.

4. Evaluation involves growth in self-evaluation and self-analysis. The student teacher should be guided and encouraged to evaluate himself objectively in order to determine the reasons for his successes and failures. Plans of action should be positive in nature, building upon the student's strengths and helping to minimize his weaknesses.

5. Evaluation is based upon specific, objective, and cumulative data. A variety of appraisal instruments, techniques, and devices should be utilized to facilitate growth and improvement during student teaching.

6. Effective evaluation aids the student in recognizing what teaching is and how learning takes place. The evaluative process should focus on sound principles of learning and educational psychology and help the student to recognize theory in practice.

Conferences in Student Teaching

To insure full benefits from the student teaching experience, the student teacher and supervisory personnel should hold conferences frequently throughout the assignment. The frequency and length of time will depend upon the individuals and the needs of the student teacher. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties which are frequently caused by misunderstanding or a lack of communication. Conferences provide a means for continuous evaluation. Holding Conferences with Student Teachers, which may be requested by supervising teachers, offers suggestions for planning, conducting, and evaluating effective conferences during supervised student teaching.

Daily informal conferences are highly desirable. It is through such discussions that elements of good teaching are clarified, constructive criticisms offered, and plans made for improvement. Such conferences also promote understanding of the student teacher's role in the classroom, the needs and interests of pupils, and the goals of the school program. These frequent conferences should provide the student teacher with guidance in self-appraisal which he can use to set goals of achievement and assess his continuous progress toward such goals.

While informal conferences are indispensable, many aspects of the teaching profession can best be treated through scheduled formal conferences. It is recommended that the supervising teacher reserve a permanent place in the student teaching schedule for such conferences. Formal conferences may be devoted to such topics as: school policies and procedures, curriculum organization, cumulative records, evaluation of pupil progress, lesson and unit planning, techniques of teaching, development and use of instructional materials, parent-teacher conferences, reporting to parents, classroom management, and other appropriate topics. Cooperative appraisal of the total student teaching experience should also be undertaken in a formal conference. Regularly scheduled conferences will help to prevent the student from feeling that conferences are called only when there are criticisms to be offered.

The college supervisor, as a member of the supervisory team, should also contribute to the student teacher's growth through orientation meetings, individual and group conferences with the student teacher and the supervising teacher, and seminars directed

toward areas of mutual concern. The college supervisor should complement the work of the supervising teacher. The following principles are offered as suggestions which may prove helpful in planning successful conferences:

1. Conferences should be planned with definite purposes. The student teacher should be acquainted with the purpose and his responsibilities related to it.

2. Conferences should be constructive and cooperative. Supervisory personnel should endeavor to be as specific and constructive as possible. In most cases, students want to know what they should do to improve. They expect to be made aware of their weaknesses and receive suggestions on how to overcome them.

3. Conferences should encourage self-analysis. Students need to discuss successes and failures and to recognize determining factors. Sincere praise should be given where warranted. Criticisms should be objective and impersonal and not publicly given.

4. Informal conferences should be held frequently. Constant and immediate feedback facilitates growth and improvement. Dialogue between members of the student teaching team is essential to a productive experience.

5. Conferences should be open forums for ideas. Both the student and supervisor should feel free to speak frankly and accept reasonable proposals for improving the student teaching experience. Problems involving differences of opinions or misunderstandings require the best efforts of all concerned for solution.

Criteria for Evaluating the Student Teacher's Performance

I. Preparation and Planning for Instruction

A. Preparation
   1. Shows evidence of gathering outside materials for instruction
   2. Selects and uses materials appropriate for instruction.

B. Planning
   1. Makes thorough daily and unit plans
   2. Plans appropriate use of subject content
   3. Considers factors of sequence and continuity in planning learning experiences
   4. Makes provisions for individual needs and varying abilities
   5. Plans for a wide variety of teaching techniques

C. Evaluation of Pupil Progress
   1. Uses a variety of procedures for appraising achievement
   2. Makes evaluation in terms of objectives of instruction
   3. Recognizes individual differences in evaluation
   4. Bases grades on criteria of good evaluation
   5. Considers cumulative records and test data in evaluating pupil progress

II. Relationship with Others

A. Relationship with Pupils
   1. Retains teacher status while working with pupils
   2. Gains respect and confidence of pupils
   3. Displays potential to work with pupils of various backgrounds and abilities
   4. Maintains reasonable expectations for pupils

B. Relationship with Faculty and Staff
   1. Seeks and uses suggestions from others
   2. Establishes and maintains good working relationship with all school personnel

III. Establishing the Climate for Learning

A. Physical Facilities
   1. Arranges classroom facilities to provide optimum contribution to learning
   2. Considers pupil safety and comfort as contributing factors in establishing a good learning atmosphere
   3. Varies pupil activity with the instructional situation

B. Motivational Activities
   1. Utilizes methods which reach and maintain pupil interest
   2. Minimizes interest lag by picking activities and moving to specifics as group shows readiness

C. Pupil Participation
   1. Involves pupils in appropriate planning and decision-making
   2. Develops rapport to the extent that pupils seek his help in solving their problems
   3. Handles discipline problems in a fair and consistent manner
   4. Provides classroom freedom in relation to the ability to accept responsibility
   5. Provides opportunities for pupil participation and class discussion
   6. Conducts class as a laboratory for democratic living

IV. Instructional Management

A. Understanding the Learner
1. Works effectively with individuals and small groups
2. Works effectively with the entire class
3. Makes appropriate adjustments for the interest and attention span of learners
4. Reinforces and reteaches previous learnings as needed

B. Adaptability
1. Adapts instruction to take advantage of spontaneous situations
2. Deals with unexpected situations as they develop

C. Command of Subject Content and Teaching Materials
1. Is adequately prepared to teach the subjects or grades assigned
2. Has adequate knowledge of supplemental materials in subjects or grades being taught
3. Seeks help and suggestions in areas where needed
4. Is familiar with professional books and journals related to his teaching field

D. Performance in Teaching
1. Implements and develops daily plans effectively
2. Uses a variety of teaching techniques
3. Uses audio-visual aids and supplemental materials
4. Uses explanations and examples which are logical and appropriate to pupil level
5. Develops processes of inquiry, problem solving, and critical thinking on the part of the pupils
6. Encourages a questioning attitude and intellectual curiosity in the pupils
7. Makes assignments that are clearly understood by pupils

V. Personal and Professional Qualities

A. Physical and Mental Health
1. Possesses physical vitality and enthusiasm for teaching
2. Is emotionally stable
3. Has an appropriate sense of humor
4. Exercises good judgment, open-mindedness, and cooperation in dealings with others

B. Attitudes and Character
1. Accepts and profits from constructive criticism
2. Demonstrates sincere interest in pupils
3. Reveals the ability for self-evaluation
4. Is honest and trustworthy in all respects
5. Is sensitive to the feelings and needs of others
6. Carries out tasks promptly and effectively

C. Voice and Language Usage
   1. Adjusts voice to the instructional situations
   2. Uses language correctly in written and oral communication
   3. Writes legibly and spells correctly

D. Interest and Initiative
   1. Demonstrates a sincere enthusiasm for teaching
   2. Seeks opportunities to assume responsibility
   3. Participates willingly in school and extra-class activities

Grades in Student Teaching

Student teachers are evaluated formally on two occasions during the student teaching assignment, at mid-term and again at the end of the assignment, with evaluative instruments provided by the Office of Clinical Experiences and Certification Processes. This procedure applies to all students enrolled in the student teaching program at Illinois State University.

The mid-term evaluation should be completed jointly by the supervising teacher and the college supervisor; the supervising teacher should discuss the student teacher's progress with him to make the student teacher aware of strengths and weaknesses observed during the first part of the student teaching experience. (See Chapter IV, Records and Reports.) The college supervisor will also confer with the student teacher to ensure that all parties understand the areas of strengths and weaknesses. The letter grade serves as a means of emphasizing the student teacher's achievement at the mid-point in the assignment. The grade is assigned by the college supervisor after consultation with the supervising teacher.

The final grade serves as an indication of the student teacher's achievement at the culmination of his student teaching assignment. The final grade is assigned by the college supervisor after consultation with the supervising teacher. The final grade card is signed by the college supervisor and the supervising teacher during the final observation/visit and conference with the supervising teacher and the student teacher.

The following criteria are offered for guidance in arriving at final grades in student teaching. Illinois State University does not use plus and minus with letter grades.

1. The "A" student teacher is one who demonstrates potentialities for <u>excellent</u> teaching to such a degree that those who supervised his work are willing to predict his <u>outstanding success</u> in teaching the subject or grade in which he did his student

teaching and to recommend him without reservation to a prospective employer.

2. The "B" student teacher is one who demonstrates potentialities for above average teaching to such a degree that those who supervised his work are willing to predict his above average success in teaching the subject or grade in which he did his student teaching and to recommend him to a prospective employer.

3. The "C" student teacher is one who demonstrates potentialities for average teaching to such a degree that those who supervised his work are willing to predict his average success in teaching the subject or grade in which he did his student teaching and to recommend him with certain reservations to a prospective employer.

4. The "D" student teacher is one who demonstrates potentialities for teaching to such a limited degree that those who supervised his work predict his below average effectiveness as a teacher and prefer not to recommend him to a prospective employer.

5. The "F" student teacher is one who, in the judgment of those who supervised his work supported by the judgment of a reviewing committee, was so completely ineffective as a teacher that he could not be awarded any college credit for his student teaching nor be recommended under any circumstances. The Office of Clinical Experiences and Certification Processes should be notified as early as possible concerning any prospective "F" student teacher.

CHAPTER VII

ADMINISTRATIVE ASPECTS OF THE STUDENT TEACHING PROGRAM

The Illinois Constitution of 1870 provided, in Article VII, that "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."

In March of 1861, the General Assembly enacted The School Code of Illinois. This was "an act in relationship to the establishment, operation and maintenance of public schools, providing for the transportation of and scholarships in institutions of higher learning for students of all schools, . . ."

In the course of the ensuing years, The School Code has been modified and changed many times in order to keep abreast of the changes in society. The most recent legislation covering the relationship of student teaching and student teachers and the public school follows. These are direct quotations from The School Code of Illinois, 1981.

> Sec. 10-22. Powers of the board. The School Board shall have the powers enumerated in Sections 10-22.1 through 10-22.45. (P.A. 76-2268.)
>
> Sec. 10-22.3. Liability insurance for school board members, school board employees and student teachers. To insure against any loss or liability of the school district, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of this Code and student teachers by reason of civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts allegedly committed during the scope of employment or under the direction of the school board. Such insurance shall be carried in a company licensed to write such coverage in this State. (P.A. 79-210.)
>
> Sec. 10-22.34. Non-certificated personnel. School Boards may employ non-teaching personnel or utilize volunteer personnel for non-teaching duties not requiring instructional judgment or evaluation of pupils.
>
> School Boards may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the

non-certificated persons' activities and shall be able to control or modify them. The State Board of Education, in consultation with the State Teacher Certification Board, shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel.

School Boards may also employ students holding a bachelor's degree from a recognized institution of higher learning as part time teaching interns when such students are enrolled in a college or university internship program, which has prior approval by the State Board of Education in consultation with the State Teacher Certification Board, leading to a masters degree.

Nothing in this Section shall require constant supervision of a student teacher enrolled in a student teaching course at a college or university, provided such activity has the prior approval of the representative of the higher education institution and teaching plans have previously been discussed with and approved by the supervising teacher and further provided that such teaching is within guidelines established by the State Board of Education in consultation with the State Teacher Certification Board.

Nothing in this section shall be applicable to municipalities having a population in excess of 500,000 inhabitants. (P.A. 78-511.)

Sec. 10-22.34a. Supervision of non-academic activities. To designate non-certificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools.

Sec. 10-22.34b. Utilization of non-certificated personnel. To utilize non-certificated persons, under the direction of a certificated teacher, for providing specialized instruction related to a course assigned to the certificated teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified by reason of their specialized knowledge or skills. The duration of the instruction shall be determined by the certificated teacher under whose direction the program is conducted in view of the educational need to be satisfied.

Before a non-certificated person may be utilized for such specialized instruction, the school board must secure the written approval of the regional superintendent of schools as to the qualifications of the particular non-certificated person, the particular instruction he is to

provide, the specific functions to be served, the total number of hours he is to provide such instruction and any compensation to be paid that person. The State Board of Education shall prescribe, by rule, criteria for determining qualifications of such persons and the nature of specialized instruction for which, and the extent to which, such persons may be used.

Nothing in this Section shall prevent the utilization of a person with specialized knowledge or experiences as a guest lecturer or resource person in the classroom under the direct supervision of a certificated teacher assigned to the classroom on a regular basis, with prior approval of the school administration. (P. A. 76-1184.)

Sec. 10-22.37. Agreements with teacher training institutions. To enter into agreements with teacher training institutions to provide facilities for student teaching in the schools of the district. (P. A. 76-620)

Sec. 10-20.20. Protection from suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of this Code and student teachers against civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the board. Such indemnification and protection shall extend to persons who were members of school boards, employees of school boards, authorized volunteer personnel or student teachers at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he was a member of a school board, an employee of a board, an authorized volunteer or a student teacher at the time of the incident from which the claim arises. (P.A. 79-210.)

In its relationship with the schools of Illinois, Illinois State University has always attempted to abide by the spirit and intent of the legislation enacted by the General Assembly and embodied in The School Code.

Illinois State University has delegated to the Office of Clinical Experiences and Certification Processes the responsibility for establishing and maintaining those relationships with the schools of the State of Illinois which will enable the University to conduct as good a student teacher program as possible.

Since Illinois State University conducts one of the largest student teaching programs in the United States, the number of

districts and schools which cooperate with the University can be numbered in the hundreds.

It has always been the policy of the Office of Clinical Experiences and Certification Processes to contact the head administrator of each school district who then secures the permission of the school board of that district to cooperate with the University in its Student Teaching Program.

Following the securing of such permission, the Office of Clinical Experiences and Certification Processes works with the school district in arranging student teaching assignments.

Although school districts vary one from another and classrooms in those districts also vary, the following responsibilities are generally assumed by the school district:

1. To provide adequate facilities, space, textbooks, and materials for the student teacher.

2. To provide for the orientation of the student teacher to the policies, rules, and regulations expected to be known and supported by all teachers in the school district.

3. To create a favorable attitude on the part of the local school district's faculty, staff, student body, and community toward the student teaching program.

4. To cooperate with the University in providing the best possible educational program for the pupils in the district.

5. To assist the University in implementing the objectives of its student teaching program.

6. To provide the student teacher with the opportunity to participate in as many of the responsibilities of a regular teacher as the student is able to accept and assume.

7. To assist the student in locating information about securing housing in the local community.

8. To maintain adequate records concerning the student teacher and the student teaching program.

9. To cooperate with University personnel in helping the student teacher to develop into as capable a member of the teaching profession as the student's abilities will permit him to achieve.

10. To remember that the student teacher does not become certified until after the completion of his teacher education program and, therefore, as a student teacher he is not qualified to serve as a substitute teacher.

11. To know that the Office of Clinical Experiences and Certification Processes is prepared to assist the public school or site at any time in the event a student teaching situation needs immediate attention.

12. To know that through the student teaching program, the public school or site and the University have the mutual goal of preparing the best possible teachers for the schools of Illinois.

In like manner, the University through the Office of Clinical Experiences assumes the following responsibilities:

1. To contact the school districts or sites and arrange for the placement of student teachers.

2. To keep the school district informed concerning the student teaching assignment by sending a letter of agreement with a summary of the assignment made.

3. To send to the public school district only those student teachers who meet the requirements of the University's approved programs of teacher education.

4. To provide well-qualified college supervisors who will visit the student teacher and his supervising teacher at regular intervals.

5. To certify that each student teacher has met the health requirements as required of all teachers in the public schools of Illinois.

6. To provide the school administrator and supervising teachers with a resume of the background and preparation of each student teacher assigned to the district.

7. To orient the local school district, administrators, and faculty to the objectives, requirements, and responsibilities of Illinois State University's Student Teaching Program.

8. To supply each supervising teacher with the forms needed for University records in sufficient time so that these reports can be completed as requested.

9. To exert every possible effort to build and maintain good working relationships between the public schools and the University.

In keeping with the recommendations contained in the Illinois State Teacher Certification Board's document, Implementing Clinical Experiences in Teacher Education Programs, the University through the Office sends to each school district a Student Teaching Agreement outlining the University's and the district's responsibilities.

The University agrees to:

- -submit official requests for the placement of each student teacher in sufficient time for the school district to give adequate consideration to the student's professional and academic preparation.
- -request placement for each student teacher at the grade level and subject area for which the student is qualified and which is appropriate to the State of Illinois Teaching certificate sought.
- -request placement for only those student teachers who have met University teacher education requirements, who are recommended by the department chairperson of their academic departments and Director of the Office, and who have satisfactorily completed all requirements for student teaching including appropriate clinical experiences.
- -provide the school district with a student teacher information sheet containing sufficient information about the student teacher's educational and experiential background, a transcript (if required), and to follow any other district policies related to placement of student teachers.

The University will provide a College Supervisor who:

- -is qualified to work with student teachers and understands the preparation of the student teacher.
- -can design learning experiences cooperatively with the supervising teacher.
- -will work with and provide feedback to the student teacher and supervising teacher after each classroom observation.
- -can conduct effective conferences with the student teacher and supervising teacher.
- -will assist the supervising teacher in assessing the student teacher's performance throughout the experience.
- -will determine the final grade after consultation with the supervising teacher.

The School District agrees to:

- -assign the student teacher to an experience so that the student teacher will have the opportunity to demonstrate mastery of techniques, skills, and knowledge related to teaching in a specific subject matter field(s)/grade level(s), and to display capacity for such activities as planning, organizing, evaluating, and relating to parents.
- -place the student teacher at the grade level(s) and in the area of specialization appropriate to the State of Illinois teaching certificate sought and follow any other University policies related to the placement of student teachers.
- -place the student teacher under the active supervision of a supervising teacher legally certificated and qualified to teach in the area and directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

-select supervising teachers who are capable, have demonstrated success as teachers, have volunteered to serve, and who are legally certified to teach in the student's subject field(s)/grade level(s).
-select supervising teachers who will help design learning experiences that will help prepare the student teacher for the role of the teacher.

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Many supervising teachers have asked where they may obtain materials pertaining to student teaching. One very good source is the publications of the Association of Teacher Educators. This Association regularly publishes bulletins concerning many areas of student teaching. Memberships may be obtained by writing to the Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091.

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APPENDIX

IMPLEMENTING CLINICAL EXPERIENCES IN TEACHER EDUCATION PROGRAMS

A SUMMARY

A HANDBOOK FOR ILLINOIS INSTITUTIONS OF HIGHER EDUCATION

The following information was approved at the March 17, 1978, meeting of the State Teacher Certification Board and went into effect during the 1979-80 school year.

The Superintendent of Education in consultation with the State Teacher Certification Board authorized the convening of a Task Force on Clinical Experiences in May, 1976. This Task Force was established for several reasons. The present standards for student teaching programs were adopted in April, 1965. While these standards have undoubtedly served to improve student teaching in the State of Illinois during the past decade, they do not reflect many of the policies that have emerged during that decade. For instance, the requirement of pre-student teaching clinical experiences was not recognized at all in 1965. Further, they are limited to only student teaching as it relates to the standard elementary, standard high school, and special certificates. Since 1965, there has been at least one new certificate added, the early childhood certificate. Both Manuals of Procedures have emphasized clinical experiences throughout the period of training. And a number of other guidelines have been adopted by the State Teacher Certification Board which speak to the question of clinical experiences and student teaching.

The Board and the Superintendent have now acted to establish a set of amendments to the Rules and Regulations to Govern the Certification of Teachers. These amendments represent requirements which are considered essential and necessary to the preparation of teachers and other professional school personnel. In several instances, these newly established requirements are merely explicit statements of policies that have gradually emerged as the Board and the Superintendent have gained extensive experience in reviewing teacher education programs. In brief, the new requirements represent not a change in policy, but an effort to clarify the responsibility of institutions and others in executing that policy.

In large part, the recently enacted requirements have their source in the Manual of Procedures. One of these requirements (Standard IIc) is that teacher education programs must include

clinical experiences throughout the period of preparation; the other (Criterion 7) focuses on the establishment of means to systematically evaluate a candidate's ability to perform in a specific professional role.

Student Teaching in Elementary, Secondary, Special Programs

Requirements

1. State Teacher Certification Board recognizes and accepts student teaching only when it is earned during the junior and senior years.

2. Student teaching shall be a continuous experience equivalent to a minimum of eight weeks of sustained full-day student teaching.

3. Student teaching shall be completed at the grade level(s) and in the area of specialization appropriate to the certificate sought. Additional student teaching may occur in areas for which the candidate meets the relevant requirements in State Board Document 1.

4. Student teaching must be done under the active supervision of a cooperating teacher legally certificated and qualified to teach in the area and directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

5. In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met:

   (1) The student teacher must be enrolled in a student teaching course at the institution;
   (2) The student teaching placement and plans must have the the prior approval of a designated representative of the teacher education institution; and
   (3) Plans for the student teaching experience must have been previously discussed and approved by the cooperating teacher.

6. The student teacher shall not be used as a teacher or substitute teacher.

7. If employed teachers are to receive credit for student teaching, the student teaching must be performed at a time for which the teacher is not paid. Student teachers are not permitted to be paid while student teaching.

8. Student teaching must be conducted under close and competent supervision. The institution must insure that the system of supervision generates enough valid documentation and evidence that a decision regarding a candidate's success, or lack of success, can be made and defended.

Recommendations

1. Student teaching should be a genuine and logical culmination of a well-planned sequence of clinical experiences in which the candidate primarily engages in actual teaching experiences.

2. Student teaching should involve only minimal amounts of directed observation and other activities classified as pre-student teaching clinical experience.

3. Student teaching should be an opportunity for the candidate to test his or her ability to assume the teaching role.

4. No more than one student teacher shall be placed in a classroom setting at any one time.

Rationale

Student teaching represents the final stage of a candidate's preparation for assuming full responsibility in an instructional setting. This experience should be so structured that the candidate has the opportunity to demonstrate mastery of techniques, skills, and knowledge related to teaching in a specific subject matter field and to display capacity for such activities as planning, organizing, evaluating, and relating to parents. To achieve its purposes, student teaching must be a sustained and intensive experience, equivalent to eight weeks full-time.

As the culminating experience in a preparatory program, student teaching should specifically focus on the problem of blending academic knowledge, pedagogical theory, and practice. For this reason, candidates are required to teach in their area of specialization. This requirement enables the candidate to utilize the skills and intellectual resources acquired throughout the program and through practical experience and interrelate them in the art of actual teaching.

Student teaching must, by rule and regulation, occur at the grade levels appropriate to the certificate sought. This requirement has been established to insure that student teaching in fact represents an appropriate introduction to the candidate's chosen field and level of teaching. It is recognized that in some teaching fields at the secondary levels, such as in physics, chemistry, or sociology, it will not always be possible to identify a student

teaching site where a student can experience a sustained full day of student teaching in the student's chosen field of specialization. While the institution should strive to identify the most appropriate student teaching site in relation to the student's academic specialization, where such full-day experiences are not available, the student teaching experience may include those other academic specializations for which the student has prepared and is likely to encounter in a teaching position.

Student teaching, by statute, must be conducted under competent and close supervision. While no one specific system of supervison has been demonstrated as superior, the system of supervision must result in enough valid documentation and evidence to support a candidate's success or failure. A crucial aspect of the supervision of student teaching is the skill and preparation of the college supervisor and the cooperating teacher. The college supervisor should be qualified both by experience and academic study. For instance, the supervisor should have substantial experience teaching in the schools; continuous contact with schools; skills in supervision; and substantial advanced study.